Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name:\_\_Erin Corzine\_\_\_\_\_\_\_\_\_\_\_\_\_ Age/Grade Level\_\_\_\_\_8th\_\_\_\_\_\_\_

Subject Area(s)\_\_\_\_MUSIC\_\_\_\_\_\_\_\_\_\_\_ Unit Title:\_Multicultural Folk Music

Lesson Title: Music and Instruments of Appalachia Estimated Time\_\_40 minutes\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose/Rationale for lesson:** To explore the reasons why Appalachian music is culturally significant

**Curriculum Framing Questions:**

Essential Question: Why does American multicultural folk music matter?

Unit Question that applies to this lesson: What are the different types of folk music and how is folk music used?

Lesson or Content Question(s): What are the instruments traditionally played in Appalachian music?, How is the pitch changed when playing a wash-bin bass?

**Goal:** (broad general understanding or skill): Understanding of the musical structure of folk music, its uses and how it is culturally relevant. Understanding that sound is created with vibrations and how the speed of the vibration correlates to the pitch produced.

**Learning Objective(s):** (behavioral, observable, measureable) s. identify the chordal structure a folk song recording. S. identify the instruments being played. S. identify the meter of a folk song recording. OK

**Curriculum Standard(s):** National Standards:

4. Composing and arranging music within specified guidelines. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 9. Understanding music in relation to history and culture. OK

**Materials Needed:** Wash-bin Bass, recordings of traditional Appalachian music.

**Background knowledge or skills students need prior to lesson:** Understanding of the structure of I, IV, V chords, and meter. Knowledge of sol-feg notes.

**Hook or Introduction** to get students’ attention and get them : S. enter to a recording Appalachian folk music playing. What song are you playing?

T. suggest for them to pat the beat on their knees as they take their seats.

**Procedures:**

T:(once recording has stopped) “How can we figure out the meter of (list song title)?”

S. offer strategies for solution.

T: “What is the first instrument you can remember hearing?” How do you know it was \_\_\_\_\_\_instrument? What properties of the sound lead you to know? What other instruments were there?” (continues similar line of questioning)

S: Offer answers.

T: “We will listen to the piece again, listen for the lyrics. After the piece has completed, write down what you think the song was about, and any words that you didn’t understand or know the meaning to.”

S: listen and write

T: ” What is the song about?”

T: “Does its meaning outline a dilemma seen in our time? What are some examples?”

S: offer real life examples.

PART TWO:

T: “Does anyone know what kind of instrument this is?” (wash-bin bass)

S: offer ideas

T: Demonstrates the bass.

T: “How was I changing the pitch?”(by pulling the stick to tighten or loosen the string and plucking with the other hand)

S: Explain to t. the way she played the instrument.

T: “What notes in sol-feg am I playing?” (do-sol, do-sol, do-fa, do-sol etc..) “What chord structure is that outlining?

S: identify sol-feg notes and identify chord structure of song.

T: Separates out 4 groups of students. Instructions: Create two measure harmonic structure using I, V, and/or IV. 10 minutes designated to group project. In meantime the wash-bin bass travels from group to group to let students play and change the pitch by moving the stick.

S. after completion, teacher plays the two measure structure on the bass playing the roots of the chords.

**Differentiation/Accommodation** for diverse learners in your classroom.

**Attention to Literacy: Interpret song lyrics**

**Closure:** T. will put on recording of new folk song (which one?) for the students to march out of the room to.

**Assessment and Evaluation of Student Learning:**

While the students are in groups I will watch them as they take a turn on the wash-bin bass to see if they can correctly change the pitch. As I ask questions I will use cards with each student’s name on them and ask them the questions throughout to make sure no-one is left without answering a question.

Include estimated time for each lesson procedure. How are you dividing up the 40 minutes of instruction?